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INFLUENCE OF IDEALIZED BEHAVIOUR ON THE IMPLEMENTATION OF CDF CONSTRUCTION PROJECTS IN PUBLIC SECONDARY SCHOOLS IN KISUMU COUNTY, KENYA

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Abstract

Idealized behavior is an aspect of transformational leadership which defines the need for change, developing a vision for the future, and mobilizing followers for commitment to achieve results beyond what is expected. This study explored the Influence of Idealized behavior on projects implementation. A case study is that of constituency Development Fund construction projects in public secondary schools in Kisumu County, Kenya. The objective of this study is to examine how idealized behavior influences the implementation of CDF construction projects. The study used Expost facto design and it was anchored on three theories: the transformational leadership theory, contingency theory, and systems theory. Hypotheses was formulated and subsequently tested in the study in order to establish the influence of conflict resolution thereof. In hypothesis $H_{1,}$ (H_0: The strength of the relationship between idealized behavior and the implementation of CDF projects does not depend on conflict resolution), it was concluded that the strength of the relationship between idealized behavior and the implementation of CDF projects depends on conflict resolution ($P=0.013<P=0.05$).

Keywords: Idealized behavior, construction projects, project Implementation

Introduction

Idealized behavior is an aspect of clear behavior from the leader leading by example. However, this encourages the team to emulate him, treat him with high esteem, and adopt his beliefs and principles.

Idealized behaviour has two main components which are idealized attributes (also called attributed charisma) and idealized behaviours (Yukl, 2006). Murphy, Baker and Fisher (2004), Pinto & Slevin (2008) in USA, Gemuenden and Lechler (2007) in Germany, and Shenhar, Levy, and Dvir (2007) in Israel (2007) dealt effectively with project success factors. Prabhakar (2012) in Pakistan investigated switch leadership in projects as an empirical study reflecting the importance of transformational leadership on the success of a project across twenty eight nations. Therefore, their results showed the link between the two leadership orientations: relationship-oriented project managers are more able to leverage the idealized influence of transformational leadership approach using role model and in building confidence. However, the variable of recognition on project implementation was not addressed.

Statement of the Problem

The process of project implementation where inputs are converted into outputs, presents an ongoing challenge for project managers. The project implementation process is complex, and usually requires simultaneous attention to a wide variety of human skills, budgetary, technical variables, and time. As a result, the project manager is faced with a difficult job characterized by the role of overload, frenetic activity, fragmentation, and superficiality. Consequently, idealized behavior which is positively related to how the leaders build confidence and trust in the followers and also acts as a role model to them is presumed to be a leadership skill required by principals for the implementation of CDF construction projects. Project managers have the responsibility for the implementation of projects. Hence, this was despite the projects often initiated in the context of a turbulent, unpredictable, and dynamic environment that requires leadership skills. Bagaka (2008) have raised doubts as to whether the constituency development fund has met its stated objectives, giving a clear indication that the extent to which CDF has met its objectives remains a research imperative. Furthermore, Owuor (2013) argues that CDF management faces varied challenges which include the organization structure in managing CDF projects, Project Implementation, and identification criteria. Kerote (2007) also noted that vital components of project implementation have not been fully managed by the committees in the constituencies.

Statistics from the NTA which assessed all the CDF projects funded in the financial year (FY) 2012/2013 in 6 constituencies in Kisumu country

shows that 23% of the total CDF funds awarded in 2012/2013 Financial Year were on badly implemented projects. 2% of the total CDF funds awarded in 2012/2013 Financial Year were on abandoned projects. 30% of the total CDF funds awarded in 2012/2013 Financial Year are missing and unaccounted for. 32% Ghost projects were officially allocated funds, but the project does not exist physically. Subsequently, 28% were missing funds. Furthermore, the total money wrongly used was 17,076,500 (23%) total Money wasted was 1,150,000 (2%); and the total budget unaccounted for was 21,518,563 (30%). However, the result is qualitative, which ranges from construction to finish. 134 Projects were scored out of 30 marks covering the quality of materials used, project completion status, on time/within budget, benefit to the stakeholders, and the project cost. The report, however, did not give the reasons which resulted to bad implementation and abandonment of those projects. Sulliva (2008) reported that many projects perform poorly due to leadership, besides conflict and communication. Consequently, he further suggests that there is a need to institute responsible leadership in these projects.

PMBOK (2008) have shown that there is a strong correlation between the quality of the leadership provided by the project managers and project implementation. Effective leadership is therefore likely to improve the CDF construction projects. Therefore, it is important to apply a kind of leadership that will contribute to the implementation of projects. There has been criticism in the way the CDF projects are managed in Kenya (NTA, 2012/2013). However, a lot of blame has been attributed to the management styles used by project managers which have created conflict between the project managers and other stakeholders. Yet, no one can tell with certainty which leadership style lead to project implementation. Ndege (2013) revealed that leadership influence project Implementation. Similarly, he adds that CDF management hardly practices leadership that enhances change.

On the other hand, the Implementation of a construction project according to Diekman et al. (2009) depends on how the project manager approaches conflicts facing the project. Conflicts can create adverse environment in a project, perpetrate distrust, and undermine the cooperative nature of members in a construction team. Thus, this is very important in a construction process for proper management and coordination of resources, time, and quality. Furthermore, conflicts in a project environment as contended by Diekman et al. (2009), is an inevitable by-product of project activities. Therefore, it is important to acknowledge and plan ahead for conflict management strategies in a project environment. The problem this study seeks to address is the influence of idealized behavior on the implementation of CDF construction projects in Public Secondary schools in Kisumu County.

Objective of the Study

The study was guided by the following objectives:

i. To examine how idealized behavior influences the implementation of CDF construction projects in Public Secondary schools in Kisumu County.

Research Questions

The study seeks to answer the following questions:

i How does idealized behavior influences the implementation of CDF construction projects in Public Secondary schools in Kisumu County?

Research Hypotheses

H_1 There is a significant relationship between idealized behavior and the implementation of CDF construction projects in Public Secondary schools in Kisumu County.

Literature review

Idealized Behavior and Implementation of CDF Construction Projects

Idealized behavior refers to how the leaders build confidence and trust in the followers and also acts as a role model to them (Bono and Judge, 2004; Stone, Russel and Patterson, 2003). Idealized behaviour has two main components; namely idealized attributes (also called attributed charisma) and idealized behaviours (Yukl, 2006). These two components of transformational leadership incorporate the ideas of authors such as Weber (1947) and Nadler and Tushman (1990), who contributed to the development of the charismatic leadership theory. However, typical behaviour associated with idealized attributes includes instilling pride in those led, going beyond self-interest for the good of the group as a whole, and building respect and displaying a sense of power and confidence (Pounder, 2008). In other words, the leader has certain attributes that the followers admire (Ruggie, 2009).

Prabhakar (2012) conducted a study on switch leadership in Pakistan projects. Thus, this is an empirical study which reflects the importance of transformational leadership on project success across twenty eight nations. Consequently, it was observed that an effective project manager leadership is an important success factor on projects (Lechler, 2008 Gemuenden & Lechler, 2007). The capabilities of the people involved in resolving conflicts and unforeseen problems are an important key for the success of a project (Pinto, 2008; Pinto, Slevin, 2008; Zielasek, 2009). Previous studies on project success were carried out by Murphy, Baker and Fisher in U.S.A. (2004), Pinto and Slevin (2008) in USA, Gemuenden and Lechler (2007) in Germany (2007), and Shenhar, Levy and Dvir (2007) in Israel which dealt

effectively with the project success factors. Murphy et al. (2008) had a sample size of 650 aeronautical, constructions, and other projects. Pinto and Slevin (2008) had a sample of 409 projects from various industries. Gemuenden and Lechler (2007) used a sample of 448 projects, while Shenhar et al studied 127 Israeli project managers. Therefore, results showed the link between the two leadership orientations. In addition, relationship-oriented project managers are more able to leverage the idealized influence of transformational leadership approach ($r = .31$, $p = .001$). The data supports the current view that the reactive and the one-dimensional project manager will find his or her leadership style to work effectively under some situations when building confidence and role model is enhanced. Nevertheless, it is totally unsuited for others (Kangis and Lee-Kelly, 2007).

However, the study found that the leadership contingent reward behavior is linked to management by exception on projects ($r = .33$, $p = .001$) which suggests that the project manager offers incentives on a case basis which is required to correct a problematic situation. This supports Path-Goal theory (House, 2008), whereby rewards must correspond to the needs and interests of the individual team member.

Similarly, Yukl (2008) highlights the need for the project manager to choose his or her leadership actions according to technical aspects of the team members' work. There are higher scores on Pinto and Slevin (2008) implementation factors when the project manager is seen to be a responsible, positive role model by the project team, displaying the transformational leadership behaviour of idealized influence, and exercising little managerial authority. The more the team understands the technology and expertise required to accomplish the specific technical action steps, the less is the need to remind them that they have a good incentive program in place ($r=.35$, $p=.000$). Caldwell, and Milliken (2008) in England found that idealize leadership has invariably emerged as a key characteristic of outstanding projects". Consequently, effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behavior and its effect on project implementation.

Whereas, DeGroot *et al.* (2008) argues that charismatic leadership is an important characteristic of transformational leader, which would result in higher subordinates' satisfaction. Cheung *et al.*'s (2009) asserts that the dimension of charisma was confirmed to be the most important factors to influence members' satisfaction with their leader among four transformational leadership style dimensions. Project managers who employ transformational leadership and more specifically, idealized influence taking care of team members' recognition in conjunction with recognition-oriented approach, enjoy more project implementation which was defined by Pinto and Slevin (2008). Although previous empirical findings displays both direct

effects of transformational leadership (general factor) on implementation (Avolio and Yammarino, 2002) and mediated effects through cohesion Bass et al. (2003), Carless et al. (2005), Sosik et al. (2007)), no empirical effort to specifically link the idealized component of transformational leadership and conflict resolution style on implementation of projects exist. Furthermore, given the aforementioned links between charismatic leadership and shared vision (Shamir et al., 2009,Sullivan,2008), we expect that the charismatic component of transformational leadership idealized influence (Avolio et al,1999) will have a significant impact on project implementation of CDF in public secondary schools through building confidence, role model, responsibility, and recognition. However, previous empirical findings have linked the transformational leadership 'general factor to affective commitment (Kane and Tremble, 2007) and organizational commitment (Rai and Sinh, 2007). Nevertheless, they have not explicitly linked the idealized influence moderated by conflict resolution strategies on project implementation.

Theoretical Framework

Transformational Leadership Theory

This study was modeled on transformational leadership theory advanced by Burns (1978). The theory postulates that transformational leader possesses a dream of what the organization is supposed to be and what it will be. As applied to this study, the theory holds that independent variables idealized behaviour, individual consideration, intellectual stimulation, and inspirational motivation would have an influence on the implementation of CDF construction projects. This is true considering the fact that the principal shapes a strategic vision of a realistic and attractive future that bonds the teams and focuses their energy towards project goals. Therefore, this theory was preferred over contingency theory and systems theory since it was based on the three primary components which were contingent reward, active management by exception, and passive management.

The Systems Theory

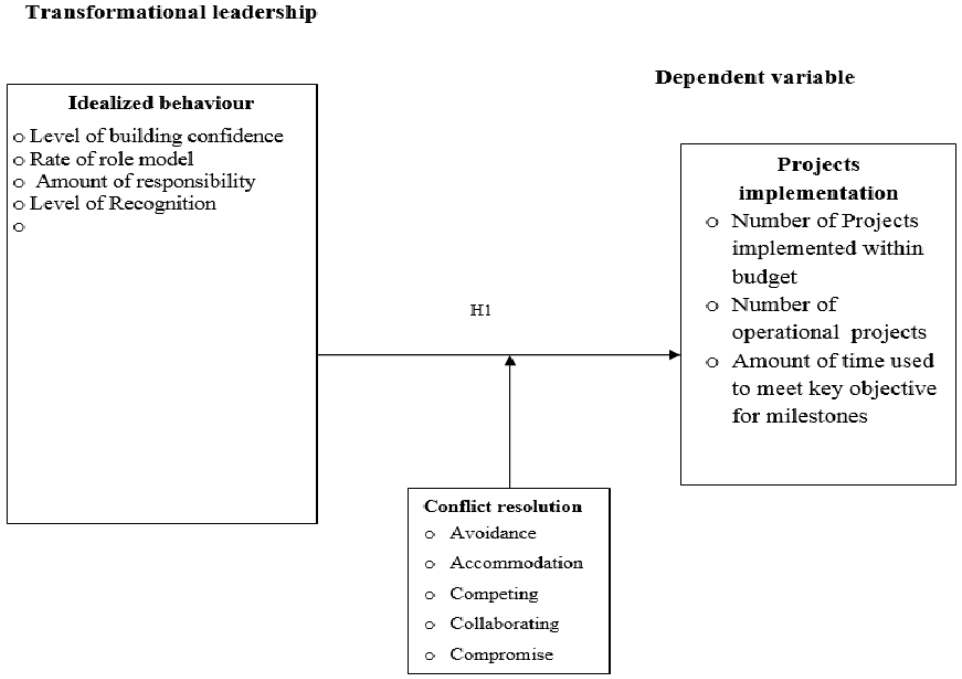
According to Walker (1996), this theory essentially provides a way of thinking about complex processes. This was done such that the interrelationships of the parts and their influence upon the effectiveness of the total process can be understood, analyzed, and improved. Its origin lies in the biological sciences through its founder Ludwig von Bertalanffy who devised the general system theory (GST) from his consideration of the fundamental interdependency of many aspects of science which were studied

independently. He generalized his theory to show that it was applicable and valuable to a broad spectrum of disciplines.

Conceptual Framework

The conceptual framework in this study was used to illustrate the relationship under investigation between conflict resolution on transformational leadership and the implementation of projects.

Conceptual framework on influence of idealized behaviour on projects implementation.



The dependent variable for this study is Projects Implementation. The indicators are the number of projects completed within the budget, number of operational projects, and the amount of time used to meet key objective for milestones. The Independent variable is the Idealized behavior whose indicators are the level of building confidence, rate of role model, amount of responsibility, and the level of recognition. Therefore, the moderating variable is the conflict resolution strategies whose indicators are types of conflict resolution strategies.

Research methodology

Research Design

The research design for this study was Ex-post facto design. Expost facto design was ideal for conducting social research when it was not possible or acceptable to manipulate the characteristic of human participation (Kerlinger & Ront, 1986). The design was chosen for this study since it attempts to explain a consequence based on antecedent conditions in determining the influence of a variable on another variable, and to test claim using statistical hypotheses techniques. Thus, the independent variable would not be manipulated. In the context of social science, the design investigation seeks to reveal possible relationship by observing an existing condition or state of affairs and serving back on time for plausible and contributing factors. It is a method of testing out possible antecedent of events that have happened, but cannot be manipulated by the investigator. By identifying possible cause retrospectively, the study adopted an expost facto approach to test hypotheses. Therefore, the effects of a naturally occurring event on a subsequent outcome with a view of establishing a causal or correlational link between them, and in testing another variable were examined retrospectively.

Target Population

The target population was 2,540. It comprised of all the 217 Principals of public secondary schools (Kisumu County Education office, 2013), 217 board of management, and 2,106 teachers.

Sampling Size and Procedure

This section described the sample size and sampling procedure used in the study. However, the researcher used 30% of each region to get the sample sizes of schools (Gay, 2003). Gender distribution was made up of the proportionate distribution of the schools in the region;

i.e For Kisumu Cental $30/100 \times 12 = 4$

To arrive at the desired sample for the teachers, the researcher aimed to be 95% confident about the results of this study. To ensure the attainment of this confidence level, Cochran (1977) formula was used to select the number of teachers.

The required formula is: $s = (z / e)^2$

Where:

s = the sample size

z = a number relating to the degree of confidence (1.96 for 95% confidence).

e = the error the study is prepared to accept and measure as a proportion of the standard deviation (accuracy)

$s = (1.96 / 0.1)^2$

Therefore s = 384.16

In other words, 384 teachers had to be sampled to meet the established criterion. All the principals in the selected schools were studied. A total of 6 (384/64) teachers were selected from each sampled school making it a total of 384 teachers. The researcher used 30% of each region to get the sample sizes of schools. However, gender distribution was made up of the proportionate distribution of the schools in the region.

Sampling Size

The study applied both probability and non probability sampling procedures to obtain the number required for the study from Principals of Public secondary schools in Kisumu County. However, the probability sampling used was stratified and simple random sampling technique. From each stratum, simple random sampling was applied to arrive at 64 out of 217 and 1 BOG member from the 64 schools.

Research Instrument

The data collection instruments includes multifactor leadership questionnaire and Thomas Kilman instrument for the Principals, Researcher developed questionnaire for the teachers and Board of management, Interview schedule for principals, and document analysis.

Multifactor Leadership Questionnaire Form 6-S (MLQ 6S)

The study adopted and modified the Multifactor Leadership Questionnaire Form 6-S (MLQ, 6S), since it was interested in measuring the managerial leadership behaviour. The Multifactor Leadership Questionnaire was based on the work of renowned leadership theorists like Bass, Avolio and Yammarino (Avolio and Bass, 1997). The transformational leadership scales comprises of idealized behaviour, individualized consideration, intellectual stimulation, and inspirational motivation. It has been modified and tested since 1985, with the result that various forms or versions of the questionnaire have been developed. This was administered to the principals of the 64 public secondary schools. Subsequently, MLQ is the most widely instrument used to assess transformational leadership theory (Kirkbride, 2006) and is considered the best validity measure of transformational leadership (Ozaralli, 2003). Kelloway, Barling and Helleur (2000) found strong correlations among the subordinates of transformational leadership. Yammarrino and Dubinsky (1994) also reported very high correlations among the four transformational scale from the data of 105 salespersons and their 33 sales supervisors. Similar results were reported by the study of Tracey and Hinken (1998) when they tested the contractual distinction of the four transformational factors. In addition, a reliability check for the MLQs (English and Thai versions) were conducted to provide evidence that the

MLQ, especially after translating from English to Thai, produced the data for which it was designed. The Cronchbach alpha produced alpha = 0.86 for the original MLQ and alpha=0.87 for the translated MLQ; hence the reliability values were greater than 0.70 indicating an acceptable statistics testing level (Nunnally, 1967).

Interview Schedule

In this study, key informant interview was used to collect information from the principals. Interview questions were used to gather primary information from the selected school principals.

Data Analysis Techniques

Data was analyzed using descriptive statistics of arithmetic means, standard deviations, frequencies, and percentages. Inferential statistics was used to analyze data from the interval scale. Each hypothesis was analyzed as follows: Pearson correlation coefficient was used to test the relationship of hypothesis H_1. This will be tested at 95% confidence level, implying that for 95 times out of 100, we can be sure that there was a significant correlation between two variables, and there was a 5% chance that the relationship does not exist. This error margin of 5% was used to test the null hypothesis. For the variables whose calculated p value was less than 0.05, the null hypothesis that corresponds to it was accepted, but if otherwise, it was rejected.

3.8.1.$H_{1:}$ There is a significant relationship between idealized influence and the implementation of CDF construction projects in Public Secondary schools in Kisumu County.

Implementation of CDF construction projects = f (Idealized influence, random error)

$Y_j=\beta_{0+}\beta_1 X_{1+}\varepsilon_i$

Data analysis, presentation, interpretation, and discussion

Idealized B**ehaviour and Implementation of CDF Construction Projects**

Statistics were used to summarize patterns in the principal's responses on Idealized behaviour and Implementation of CDF projects.These statistics were used to describe the distribution of a set of data by determining the data mean and standard deviation. Table 4.4 provides the measures of central tendencies and dispersion.

Furthermore, eleven items were developed to measure the extent of influence of idealized and implementation of the projects. Statement 5 (never sets a personal example as far as standard are concern) had the highest mean (2.38) and the standard deviation was 1.427. This result indicate that 28 (45.9%) of the principals strongly disagree that they never set a personal

example as far as high standards are concerned. Hence, this was followed by item 8 (never ask others to do what he/she is willing to do) with a mean score of 2.10 and the standard deviation was 1.085. This result indicate that the majority 32(52.5%) of principals agree that they never ask others to do what he/she is willing to do; item 10 sought the opinion of the principal (whether they invest considerable energy to champion the goals of the organization); and the mean was lowest at 1.58 with a standard deviation 0.561. Therefore, this implies that majority 27(44.3%) of the principals agreed that they invested considerable energy to champion the goals of the organization. In addition, variability among the principals was higher (σ= 1.427) on item 5, and lower (σ=0.561) for item 10.

Idealized Behavior and Implementation of CDF Construction Projects

STATEMENTS	SA	A	N	D	SD	Mean	Std. dev
I make others feel good when they are around me	22(36.1%)	28 (45.9%)	1(1.6%)	7(11.5%)	3(4.9%)	1.98	1.081
Others have complete faith in me	17(27.9%)	42(68.8%)	2(3.3%)	0(0.00%)	0(0.00%)	1.73	0.482
Others are proud to be associated with me	18(29.5%)	38(62.3%)	5(8.2%)	0(0.00%)	0(0.00%)	1.77	0.563
Always exemplifies qualities that employees admire	21(34.4%)	38(62.3%)	2(3.3%)	0(0.00%)	0(0.00%)	1.68	0.567
Never sets a personal example as far as high standards are concerned	17(27.9%)	11(18.1%	1(1.6%)	4(6.5%)	28(45.9%	2.38	1.427
Often demonstrates for others how to make decisions and solve problems	21(34.4)	38(62.3%)	2(3.3%)	0(0.00%)	0(0.00%)	1.67	0.510
Always practices what he/she preaches	21(34.4%)	37(60.7%)	3(4.9%)	0(0.00%)	0(0.00%)	1.68	0.537
Never ask others to do what he/she is unwilling to do	17(27.9%)	32(52.5%)	3(4.9%)	6(9.8%)	3(4.9%)	2.10	1.085
Models for others how to improve organizational productivity	21(34.4%)	40(65.6%)	0(0.00%)	0(0.00%)	0(0.00%)	1.65	0.481
Invests considerable energy to champion the goals of the organization	27(44.3%)	31(50.8%)	3(4.9%)	0(0.00%)	0(0.00%)	1.58	0.561
Communicate the organization's mission and values through his/her actions	25(41%)	29(47.5%)	5(8.2%)	2(3.3%)	0(0.00%)	1.70	0.696

Inferential Statistics

Inferential Analysis on Idealized Behavior and Implementation of CDF Construction Projects

Objective one of the study sought to find the relationship between idealized behavior and the implementation of CDF construction projects. Pearson correlation coefficient was used to test the relationship between idealized behavior and the implementation of CDF construction projects. Thus, this was done at 95% level of confidence. To determine the extent of the relationship between idealized behavior and the implementation of CDF projects, several characteristics of idealized behavior were computed based on the following hypothesis:

H_0 : There is no significant relationship between idealized behavior and the implementation of CDF construction projects.

H_1: There is significant relationship between idealized behavior and the implementation of CDF construction projects.

Correlation Model

The corresponding mathematical model for the hypothesis was identified as follows:

Implementation of CDF construction projects = f (Idealized behavior)

The data that was used to test this hypothesis were obtained from statements 1 IB to 11 IB measuring the influence of idealized behavior on the implementation of CDF construction projects. Thus, the results obtained are indicated in table 4.5.

Correlations

Transformational leadership (idealized behavior)		***projects implemented***	***operational projects implemented***	***time taken to meet key objective milestone***
Idealized behaviour1	*Pearson Correlation*	*.403*	*.482*	*.351***
	Sig. (2-tailed)	*.003*	*.001*	*.006*
	N	*61*	*61*	*61*
Idealized behaviour2	*Pearson Correlation*	*0.415*	*.431*	*0.566*
	Sig. (2-tailed)	*.002*	*.001*	*.000*
	N	*61*	*61*	*61*
Idealized behaviour3	*Pearson Correlation*	*0.456*	*.454*	*.383*
	Sig. (2-tailed)	*.005*	*.001*	*.002*
	N	*61*	*61*	*61*
Idealized behaviour4	*Pearson Correlation*	*.461*	*..456*	*.474*
	Sig. (2-tailed)	*.006*	*.005*	*.001*
	N	*61*	*61*	*61*
Idealized behaviour5	*Pearson Correlation*	*.444*	*.412*	*.440*

	Sig. (2-tailed)	*.0.000*	*.0.00*	*.013*
	N	*61*	*61*	*61*
Idealized behaviour6	*Pearson Correlation*	*.512*	*.461*	*.424*
	Sig. (2-tailed)	*.001*	*. 014*	*.043*
	N	*61*	*61*	*61*
Idealized behaviour7	*Pearson Correlation*	*.640*	*.524*	*.541*
	Sig. (2-tailed)	*.000*	*.043*	*.043*
	N	*61*	*61*	*61*
Idealized behaviour8	*Pearson Correlation*	*.466***	*.427*	*.457*
	Sig. (2-tailed)	*.003*	*.008*	*.003*
	N	*61*	*61*	*61*
Idealized behaviour9	*Pearson Correlation*	*.541*	*.426*	*.409*
	Sig. (2-tailed)	*.005*	*.033*	*.045*
	N	*61*	*61*	*61*
Idealized behaviour10	*Pearson Correlation*	*.516*	*.414*	*.553*
	Sig. (2-tailed)	*.007*	*.018*	*.040*
	N	*61*	*61*	*61*
Idealized behaviour11	*Pearson Correlation*	*.456*	*.449*	*.515*
	Sig. (2-tailed)	*.010*	*.09*	*.005*
	N	*61*	*61*	*61*

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

The correlation output table shows that all the idealized behavior characteristics were statistically significant ($P<0.05$) against the three indicators of project implementation (number of projects implemented within budget, number of operational projects, and amount of time used to meet key objectives for milestones). Similarly, there was a relatively high degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employ idealized behavior styles of leadership, the more the projects were implemented and were operational within the stipulated time and cost. The small p-values ($p<0.05$) implies that there is a significant relationship among the variables leading to the rejection of the null hypothesis (H_0: There is no significant relationship between idealized behavior and the implementation of CDF construction projects). Hence, the research findings conclude that there is a significant relationship between idealized behavior and the implementation of CDF construction projects. Furthermore, this is in agreement with the views of Murphy and Baker in USA (2004), Gemuenden and Lechler (2007) in Germany, and Shenhar, Levy and Dvir (2007) in Israel. Thus, their result showed the link between two leadership orientations. In addition, relationship oriented project managers are more able to leverage the idealized transformational leadership approaches ($r=31, p=.001$).

Summary of findings, conclusions, and recommendation

In the testing of the hypothesis of the study, Pearson's product moment correlation was employed. In hypothesis H_1 (H_0: The strength of the relationship between idealized behavior and the implementation of CDF projects does not depend on conflict resolution), it was concluded that the strength of the relationship between idealized behavior and the implementation of CDF projects depend on conflict resolution ($P=0.013<P=0.05$).

By substituting the beta values as well as the constant term, the model 1 obtained was

$Y_j=2.328+ .374X_5$, which is based on the beta values of model 1. Subsequently, it can be concluded that conflict resolution (X_5) contributed to 13.9% of the model. From the F value = 4.688 with P value 0.013 ($P\leq 0.05$) level of significance, it can be 95% concluded that conflict resolution predicted the implementation of CDF construction projects (Y). The R value of the model was 3.74 %. Thus, this implies that although conflict resolution predicted the implementation of CDF projects at 3.74%, idealized behaviour was a very weak predictor of the implementation of CDF projects on its own. Therefore, when Idealized behavior was interacted with the conflict resolution, the model obtained was:

$Y_j=2.328+ .374X_5 -0.427X_1$. Hence, this implies that Idealized behavior have a negative influence on the implementation of CDF projects. As a result of this, the null hypothesis was rejected and an alternative hypothesis was accepted. Thus, it was concluded that the strength of the relationship between idealized behavior and the implementation of CDF projects depends on conflict resolution

Conclusion

This section presents the conclusions for the study. The research objective of this study was to examine how idealized behavior influences the implementation of CDF construction projects in public secondary schools in Kisumu County. Eleven items were developed to measure the extent by which idealized behavior influences the implementation of CDF construction projects. However, the indicators for project implementation were the number of projects implemented within buget, operational projects, and the amount of time used to meet key objective for milestones. The correlation output table showed that all the idealized behavior characteristics were statistically significant ($P<0.05$) against the three indicators of project implementation.Similarly, there was a relatively high degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employ idealized behavior styles of leadership, the more the projects were implemented and were operational within the

stipulated time and cost. Furthermore, the small p-values ($p<0.05$) implies that there is a significant relationship among the variables leading to the rejection of the null hypothesis. Thus, the research findings conclude that there is a significant relationship between idealized behavior and the implementation of CDF construction projects. It was therefore concluded that idealized behavior was an ideal transformational leadership style for principals in the implementation of CDF construction projects.

Recommendations: Policy

With regards to the finding, there is a significant relationship between idealized behaviour, individual consideration, intellectual stimulation, and inspirational motivation. Therefore, coaching in transformational leadership could help to equip leaders with those behaviors lacking in their repertoire. Coaching is a people-focused form of development (Matthews 1997) and an open ended process that analyses the present situation. Therefore, it defines the performance goal and combines personal organization and external resources with the purpose of implementing a plan to reach the goal. Therefore, coaching can be performed in terms of different paradigms. Although accredited MLQ coaching is desirable, coaching from the systems psychodynamic stance could also equip the leader in terms of awareness of diversity dynamics and conflict management. Secondly, house leadership training in which internal experts or external consultants on leadership are tasked to design training programme that are tailored to the needs of a particular institution to supplement coaching is recommended. Thirdly, both the government and the education stakeholders should design a way of empowering the principals on the need to be equipped with several ways of conflict management styles, so as not to affect the daily running of the CDF construction projects. This is because the findings indicated that the strength of relationship of transformational leadership and implementation of projects is dependent on conflict resolution. Thus in serving, training can be used to address conflict management styles and resolutions. In addition, it can help principals to develop viable approaches of managing conflict in school projects. Consequently, conflict needs to be managed rather than to be avoided. This is because constructive management of conflict can be viewed as a creative and cooperative problem solving process. Thus, it is imperative that principals should note that management requires particular management skills. Principals should design proper plans and follow correct procedures in managing conflicts in their schools. In addition, monthly returns from schools to ministry should capture principals who are trained and those who are not trained in conflict management. Thus, schools should increase networking with the development partners and non-governmental organizations that deals with conflict resolution.

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